DOCUMENT RESUME

ED 240 845 FL 014 216

AUTHOR	Allison, Isabel Ronquillo; And Others
TITLE	Sunnyside Unified School District No. 12 Bilingual Program Guide.
INSTITUTION	Sunnyside School District, Tucson, Ariz.
PUB DATE	Sep 82
NOTE	79p.
PUB TYPE	Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Admission Criteria; *Bilingual Education Programs; Board of Education Policy; Curriculum Design; Elementary Education; English; *Language of Instruction; Program Descriptions; *Program Implementation; Records (Forms); School Holding Power; Spanish; *Student Evaluation; Transfer Policy
IDENTIFIERS	*Sunny Side School District AZ

ABSTRACT

This program manual is for a four-school elementary bilingual education program in Tucson that aims at developing proficiency in the basic skills of the native language and transferring these skills to the second language. The following information is included in narrative and outline form: (1) goals; (2) program description; (3) overview of student progression through the program; (4) notes on the school district's commitment to bilingual education; (5) criteria for program admission; (6) registration forms and follow-up procedures; (7) student profile card; (8) language assessment measures for program admission; (9) notes on program implementation (progression, recommended timeline for English reading instruction, Spanish reading objectives, English as a second language (ESL) continuum description and objectives, retention levels); (10) transfer from Spanish language instruction to English reading instruction (rationale and research, transfer criteria, teacher referral form, final transfer form); and (11) student diagnostic and achievement evaluation methods. Appended materials include a list of program staff, a teacher classroom management checklist, parent information sheet, reading progress chart for Spanish reading and ESL, language assessment results form, parent release form, and questions and answers on individual learning programs. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED240845

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

BILINGUAL PROGRAM GUIDE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Olivia Schaad

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Developed by:

Isabel Ronquillo Allison - Resource Teacher
Gisela Diequez Slezak - Resource Teacher
Cristina Breckenfeld - Resource Teacher
Olivia R. Schaad - Bilingual Education Director

1982

FL014216

D E D I C A T I O N

NOTHING WOULD BE DONE AT ALL
IF A PERSON WAITED TILL
HE COULD DO IT SO WELL
THAT NO ONE COULD FIND FAULT WITH IT.

Cardinal Newman

INDEX

I. Introduction

A. Goals
B. Program Description
C. Overview of Student Progression through Sunnyside Bilingual Program
D. District Commitment to Bilingual Education

II. Criteria for Selection of Program Participants

A. Pupil Registration Form - H.L.Q.

1. Enrollment follow-up procedures
2. Student Profile Card

B. Language Assessment Measures for Selection of Program Participants

1. Shutts and LAB
2. S.L.I.
3. EASE Screening Information
4. Language Assessment Overview

III. Program Implementation

A. Progression of all Students through Bilingual Program (English and Spanish)
B. Recommended timeline for Children Receiving Reading Instruction and English as a Second Language (ESL) K-6 4-6
C. Spanish Reading CUES - Santillana, Lucero through Quetzalcoatl
D. English as a Second Language (ESL) Continuum Description
E. English as a Second Language (ESL) CUES - Level A-F
F. Retention Levels

IV. Transferring from Spanish Language Instruction to English Reading Instruction

A. Rationale for Transfer - Research
B. Criteria for Transfer
-K through 3rd grade
-4th through 6th grade
C. Teacher referral form for Transferring Students from Spanish Language Instruction to English Reading
D. Final Form for Student Transfer

V. Evaluation of Student Progress

Description of Testing Instruments - Diagnostic Testing and Achievement Testing

VI. Appendix

A. List of Teachers, Aides and Designated Testers
B. Classroom Management Guide (Teacher Check list)
C. Bilingual Program Parent Information sheet (general)
D. Reading Progress Chart-Spanish Reading and ESL
E. Language Assessment Results form
F. Parent Release Form
G. Bilingual Individual Learning Program

INTRODUCTION

A. Goals

B. Program Description

C. Overview of Student Progression through Sunnyside Bilingual Program

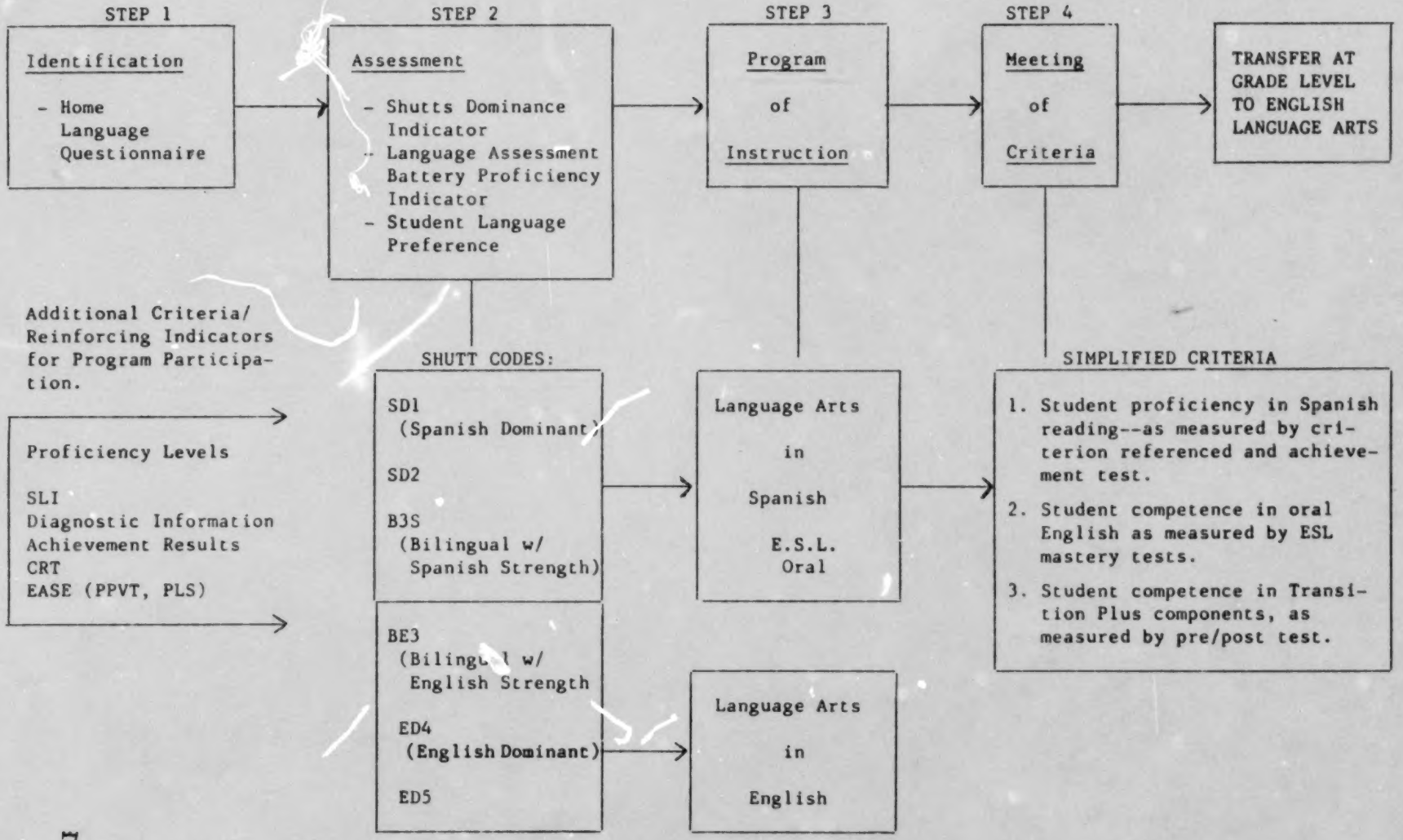
D. District Commitment to Bilingual Education

Bilingual Program Goals

As established in the original proposal, the project goal for bilingual education is to insure that the Hispanic student in grades Kindergarten to Sixth, in the four target schools, receive an equal educational opportunity by providing them with a quality bilingual program to meet their needs.

The Sunnyside Unified School District has adopted as its goal to extend the project by implementing all district schools grades K-6th, to insure the development of proficiency in the basic skills of listening, speaking, reading, and writing in their native language and the transfer of these same skills to their second language.

OVERVIEW OF STUDENT PROGRESSION IN SUNNYSIDE BILINGUAL PROGRAM



DISTRICT COMMITMENT TO BILINGUAL EDUCATION

1. A Bilingual Director and an Administrative Secretary.
2. A district-wide resource teacher.
3. A bilingual teacher for each grade level K-6 and/or a resource teacher at all elementary sites.
4. Bilingual content area teachers at the two (2) Junior High Schools and the Freshman Campus.
5. The Intercultural Resource Center.
6. Monies for texts and supplementary materials from regular textbooks funds.
7. Monies for materials and textbooks at the secondary level.
8. The district has adopted a Language Arts Reading Series and a Science Series in Spanish to parallel the English Curriculum.

(Mr. Fred Bull, Superintendent, 1981)

CRITERIA FOR SELECTION OF PROGRAM PARTICIPANTS

A. Pupil Registration Form - H.L.Q.

1. Enrollment follow-up procedures
2. Student Profile Card

B. Language Assessment Measures for Selection of Program Participants

1. Shutts and LAB
2. S.L.P. (Student Language Preference)
3. EASE Screening Information
4. Language Assessment Overview

ENROLLMENT FOLLOW-UP PROCEDURE
(for LAU identification of students)

STEP I

Student enrolls in your school...Parent fills out HLQ included in registration form

Criteria: if the parent indicates a language other than English (Vietnamese, Papago, French, etc.,)

if the student's surname indicates he/she belongs to an ethnic group other than white, i.e, Spanish, Chinese,

if obvious by observation that student belongs to an ethnic group

if a student is Indian or Native American the parent should indicate which tribe they belong to and what language other than English they speak. (Papago, Pima, etc.,)

person responsible Secretary

Proceed to step 2

STEP II

Bilingual Program Card is to be completed with the following information;

Student:
- name
- phone
- date of entry
- birthday
- grade level
- address
- parents' name
- HLQ - date and Language
- teacher's name

person responsible Secretary

Proceed to step 3

STEP III

Card is to be routed to designated testing person

SHUTTS Dominance Test
Language Assessment Battery (LAB)
(to be given in English and Spanish if student is of an Hispanic background; if not hispanic administer test in English ONLY)
SLI must be administered

person responsible Designated Testing Person

Proceed to step 4

STEP IV

Information regarding testing is to be posted on Program card

person responsible Designated Testing Person

Proceed to step 5

STEP V

Results on dominance should be given to classroom teacher and principal if he/she desires

person responsible Designated Testing Person

Proceed to step 6

STEP VI

Appropriate porgram established for student

person responsible Teacher, Principal, and/or Bilingual Dir.

SSJ06-R79
Matric No. 123456

Name Soriano, Jesus Birthdate 6/23/73 Release Date

Address 301 W. Fulano Race/Ethnic Hispanic

Phone 294-1234 H.L.Q. 8/28/78 Language Spanish/English

Parents Eleazar & Guadalupe S.L.I. 9/15/78 Language Spanish/English

DOMINANCE			SERVICES			OTHER TESTING			ACHIEVEMENT			EXIT	FOLL. UP
Date	Test	Score	Prog	Date	Res	Date	Test Age	Score	Date	Name	Lev.	Date	Date
10/24/78	JD	MO	Title VII	78/79	Morris	4-6-78	PPVT-E	5.8/5.6	9/15/78	PLS	2.6/3		
10/79	Shutts	SD2	BISET	"/78		9-6-78	" S	5.8/5.5	4-80	CTBS	B		
	LIS	615/50E	District	10/79	Room 9 Espinoza		Post			T. Read	1.6/4		
	Verb	93/84E	VII	79/80	"	4/79	PPVT E	5.9/3.9		T. Math	1.5/4		
			2nd	80/81	Gomez	4/79	" S	5.9/3.7	4-81	CAT			
			3rd	81/82	N. Tio	4/80	PPVT	6.10/6.10		T Read	1.6		
			4th	82/83	Oliva					T Math	2.6		
									4-81	CTBS	C		
										T Read	2.1		
										T. Math	2.4		
									5/82	CAT			
										T Read	2.5		
										T. Math	3.0		

(over)

Sample

DOMINANCE			OTHER TESTING			ACHIEVEMENT			EXIT	FOLL. UP
Date	Test	Score	Date	Test	Score	Date	Name	Lev.	Date	Date
						4/82	CTBS			
							T Read	3.1		
							T. Math	3.1		

ACHIEVEMENT TEST SCORING

Date	Lang	WR1	WR2	RV	RC	Total Rdg	MC	MCA	Total
4-80	Span CTBS	13	7		10	30/16	16	10	26/1.3

LANGUAGE ASSESSMENT MEASURES

Testing for Limited English Proficient Children

A. Dominance Testing-SHUTTS (Split-Shutts Primary Language Indicator Test).

This test determines the language of instruction and is given in Spanish and English.

SD-1 (Spanish Dominant)
SD-2 (Spanish Dominant with comprehension of English)
BS-3 (Bilingual with Spanish strength)
BE-3 (Bilingual with English strength)
ED-4 (English Dominant with comprehension of Spanish)
ED-5 English Dominant)

B. Proficiency Testing-LAB (Language Assessment Battery)

This test determines the level of speaking, reading, writing, and listening ability of the student in Spanish and in English.

Level I (grades K-2, which has a total of 40 items, is individually administered)

Level II (grades 3-6, has a total of 92 items. Test 1,2 &3 are group administered and test 4 is individually administered)

Level III (grades 7-12, has a total of 92 items. Tests 1,2 & 3 are group administered and test 4 is individually administered.

revised 1982

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
BILINGUAL EDUCATION PROGRAM

TEACHER OBSERVATION
STUDENT LANGUAGE PREFERENCE

STUDENT NAME _____ DATE _____ GRADE _____

TEACHER _____ SCHOOL _____

In responding to the following questions you are asked to give your honest opinion. Please try to answer every question. Check one respone for each numbered question.

	HOME LANGUAGE	ENGLISH
1. In class the student prefers to speak	_____	_____
2. When spoken to in English he/she responds in	_____	_____
3. When spoken to in his/her home language he/she responds in	_____	_____
4. What language do his/her close friends speak most frequently?	_____	_____
5. What language does he/she speak to his/her friends most frequently?	_____	_____
6. His/her vocabulary is greater in	_____	_____

Check one response for each question	PARTIAL	TOTAL	NONE
1. To what extent does a child exhibit comprehension when asked a question			
in English	_____	_____	_____
in Home Language	_____	_____	_____
2. In conversation and discussion to what extent does a child use			
English	_____	_____	_____
Home Language	_____	_____	_____

	ALWAYS	ALMOST ALWAYS	SOMETIMES	ALMOST NEVER	NEVER
3. How often does the child use home language when he cannot express ideas in English?	_____	_____	_____	_____	_____
4. How often does the child use English when he/she cannot express ideas in the home language?	_____	_____	_____	_____	_____
5. How often does the child insert English words or slang when speaking in the home language?	_____	_____	_____	_____	_____
6. How often does the child insert home language words or slang when speaking in English?	_____	_____	_____	_____	_____

In your opinion and based on your daily observations of this child, in which language is he/she most competent? (check one)

English _____ Home Language _____ (Please specify) Equally in Both _____

REMARKS:

ARIZONA DIAGNOSTIC DEVELOPMENT PROJECT TASK FORCE - BILINGUAL FORMS STATE DEPARTMENT
FORM SS182-82/83

SUNNYSIDE UNFIFIED SCHOOL DISTRICT NO. 12

Early Assessment for Success in Education (EASE)

DESCRIPTION OF EASE SCREENING MEASURES

Rationale for EASE Screening: The following procedures have been selected and developed by the staff to assess maturational levels of auditory, visual, visual-motor, and motor synthesis as well as to assess the child's experiences and adjustments. These measures are appropriate to the preschool age child. Summer screening is effective in identifying possible school problems and encouraging parental support for the program.

Parent Orientation: The principal explains the purpose of the program which seeks to provide the most appropriate materials and curriculum for all 4 to 6 year old children allowing optium adjustment and achievement. An attempt is made to answer all questions asked.

Parent Interview: A personal interview is conducted with each parent, stressing the family background and the specific needs of each child. Parents are encouraged to become personally involved in the new program.

*SHUTT Primary Language Indicator Test (SPLIT/SHUTT): determines the language of instruction and is administered in Spanish and English. The results of the SHUTT indicate the appropriate language of subsequent EASE measures administered.

*Peabody Picture Vocabulary Test (PPVT): provides an estimate of an individual's receptive vocabulary. The test is administered individually to each child. Four different pictures of familiar objects are presented: one is verbalized by the examiner and the child points to the picture names. Results are recorded on a point scale.

*Preschool Language Scale (PLS): designed to sample five, integrated conceptual and experiential areas of language development: Visual Vocal Integration, Vocabulary, Auditory Response, Integrative Auditory Memory and Discriminative Visual-Auditory Memory. The examiner individually instructs the child in each task. Results are recorded on a point scale.

*Developmental Test of Visual Motor Integration (VMI): gives the staff an approximation of visual-motor abilities for prognosis of possible writing and reading problems. The child copies scaled drawings. Results are recorded giving developmental age.

*House-Tree-Person Test (H-T-P): used to assess visual-motor skills, as the VMI. The H-T-P confirms visual motor ability but is also more memory loaded. Each child is asked to draw separately a house, tree and person. Scoring is subjective.

*Revised Motor Activity Scale (MAS): used for evaluating a child's body awareness, manual dexterity and body control. Perceptual-motor skills are one part of a child's non-verbal development and involves both awareness of objects and information through the senses and the ability to perform coordinated movements. The scale is individually given evaluating such skills as balancing, rhythm,

directionality, body image, fine and gross movement, bilateral activities and dominance. Results are recorded on a point scale.

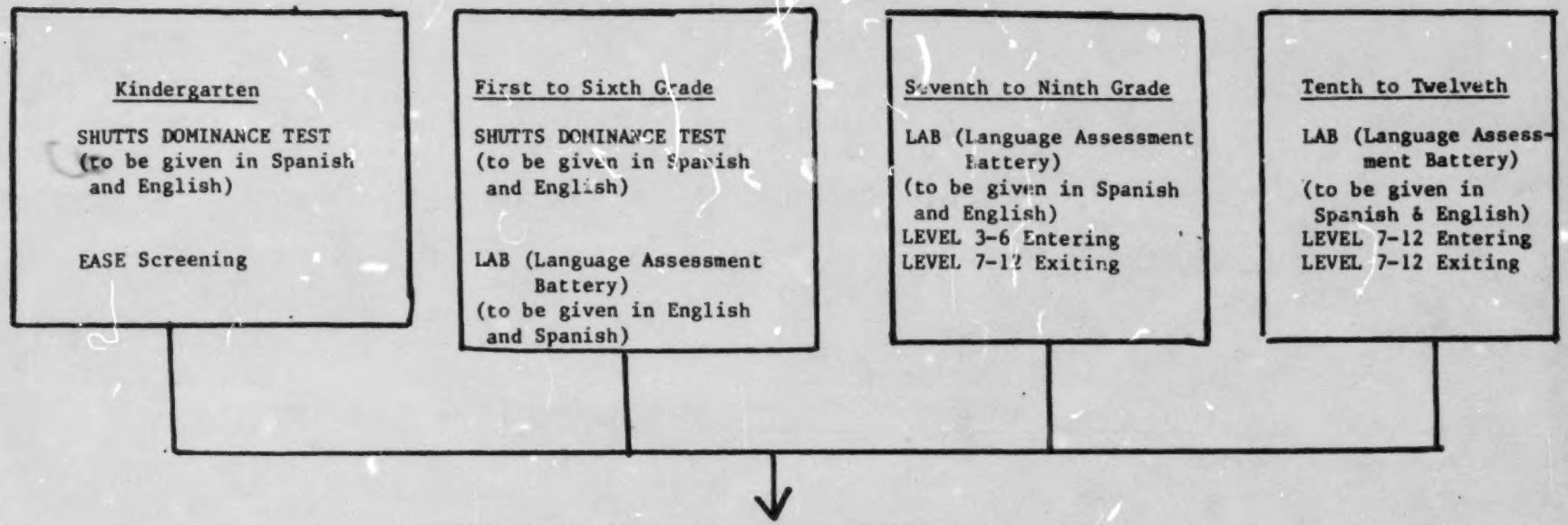
Speech and Language Evaluation: The speech therapist uses an appropriate screening test, usually the Photo Articulation Test, to analyze specific speech sounds. Children found to have speech sound errors are tested further at the beginning of the school year. Language problems are noted by all testing staff.

*Administered in Spanish and English according to SHUTT codes for language dominance.

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

LANGUAGE ASSESSMENT OVERVIEW
Compliance Testing Design

Step III in Enrollment/Follow-up Procedure
(to be used only with incoming students)


Kindergarten
SHUTTS DOMINANCE TEST (to be given in Spanish and English)
EASE Screening
First to Sixth Grade
SHUTTS DOMINANCE TEST (to be given in Spanish and English)
LAB (Language Assessment Battery) (to be given in English and Spanish)
Seventh to Ninth Grade
LAB (Language Assessment Battery) (to be given in Spanish and English)
LEVEL 3-6 Entering
LEVEL 7-12 Exiting
Tenth to Twelveth
LAB (Language Assessment Battery) (to be given in Spanish & English)
LEVEL 7-12 Entering
LEVEL 7-12 Exiting

All Students will receive as part of their assessment;

The School Language Inventory (SLI)
(to be administered by the bilingual teacher or teacher aide)

PROGRAM IMPLEMENTATION

A. Progression of all Students through Bilingual Program (English and Spanish)

B. Recommended Timeline for Children Receiving Reading Instruction and English as a Second Language (ESL)
Children Entering at Kindergarten
Children Not Entering at Kindergarten

C. Spanish Reading CUES-Santillana, Lucero through Quetzalcoatl

D. English as a Second Language Continuum Description

E. English as a Second Language CUES-Level A-F

F. Retention Levels

PROGRESSION OF STUDENT THROUGH BILINGUAL PROGRAM

Category

	K	1	2	3	4	5	6
SD-1 SD-2 BS-3	Reading Readiness in Spanish Content Area in Spanish ESL* Oral	Reading in Spanish Content Area in Spanish ESL* Oral	Reading in Spanish Content Area in Spanish or English ESL* Oral	Transfers to reading in English at grade level-After completing level A-B-C and transition of ESL Continuum Content Area in Spanish or English	Reading in English Content Area in English	Reading in English Content Area in English	Reading in English Content Area in English

	K	1	2	3	4	5	6
BE-3 ED-4 ED-5	Reading Readiness in English Content area in English	Reading in English Content area in English	Reading in English Content area in English	Reading in English Content area in English	Reading in English Content area in English	Reading in English Content area in English	Reading in English Content area in English

STUDENTS THAT COME IN AFTER FIRST GRADE
WILL FOLLOW SAME PROGRESSION, EXCEPT
AT A FASTER RATE, DEPENDING ON THEIR MATURITY

PROGRESO DEL ESTUDIANTE A TRAVES DEL PROGRAMA BILINGUE

lasificación

	K	1	2	3	4	5	6
SD-1 SD-2 BS-3	Apresto de Lectura en Espanol Asignaturas en Espanol ESL* Oral	Lectura en Espanol Asignaturas en Espanol ESL* Oral	Lectura en Espanol Asignaturas en Espanol y en Ingles ESL* Oral	"Transferencia"-De lectura en espanol a lectura en ingles-Despues de completar nivel A-B-C y "Transition" del Programa de Ingles como Segunda Idioma (ESL) Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles

	K	1	2	3	4	5	6
BE-3 ED-4 ED-5	Apresto de lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles	Lectura en Ingles Asignaturas en Ingles

ESTUDIANTES QUE COMIENZAN DESPUES DEL PRIMER GRADO
SIGUEN LA MISMA PROGRESION-PERO MUCHO MAS RAPIDO-
DEBIDO A LA MADUREZ DE CADA INDIVIDUO

*Programa de Ingles como Segunda Idioma
(ESL)

revised 1982

Recommended Time Line for SD1, SD2, B3S Students for Reading Instruction in Spanish (Students entering at Kindergarten.).

	K	1	2	3
NATIVE LANGUAGE INSTRUCTION	Lucero Estrella	Cascabel Trampolin Umbral Rayuela	(Rayuela) Adelante (Imagenes)	Imagenes
ENGLISH AS A SECOND LANGUAGE	Level A	Level B (level C)	Level C (level D)	Level D (level E) ***Transition Component*** Transfer to Level H Tapestry (Houghton Mifflin)

Recommended Non-Graded Progression for SD1, SD2, B3S Students not entering at Kindergarten

PLACEMENT CRITERIA

NATIVE LANGUAGE INSTRUCTION	Literate in Native Language (as measured by Moreno, Estuval) 3rd Imagenes 4th Quelzacoatl 5th Nuestra Herencia I 6th Nuestra Herencia II	Non-Literate in Native Language A Cada Paso (Decoding) (1-2-3-4 Eventual Placement in) Santillana Imagenes Continue Santillana until grade level literacy achieved.
ENGLISH AS A SECOND LANGUAGE	Placement Test and/or Mastery Tests A B C Transition and Transition Plus	Placement Test and/or Mastery Tests A B C D* E* F* *Transition Packet (Transition & Transition Plus) to be taught whenever grade level literacy is achieved.

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

VALUACION DE DESTREZAS DE LA LECTURA

ueridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito scolar ha desarrollado su sistema de evaluación en el area e la lectura. Este metodo de reportaje ha sido creado con a intención de informarles sobre el progreso de su hijo/hija urante el presente año escolar.

Nombre _____

Si desea más informacion sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE
☐ no iniciado ☑ iniciado ☒ perfeccionado

Lucero — NIVEL A1

ITEM No.	RECONOCIMIENTO DE PALABRAS	
1	Identificar semejanzas y diferencias por forma	
4	Identificar semejanzas y diferencias por forma: mayúsculas	
8	Identificar semejanzas y diferencias por forma: minúsculas	
2	Identificar semejanzas y diferencias por tamaño	
3	Identificar semejanzas y diferencias por posición	
5	Identificar semejanzas y diferencias por posición: mayúsculas	
6	Identificar semejanzas y diferencias por partes que faltan: mayúsculas	
7	Identificar semejanzas y diferencias por partes que faltan: minúsculas	
9	Asociar mayúsculas con minúsculas	
10	Identificar rimas por medio de dibujos	
11	Identificar rimas por medio de palabras	
12	Identificar sonido inicial por medio de dibujos: **a**	
13	Identificar sonido inicial por medio de dibujos: **o**	
14	Identificar sonido inicial por medio de dibujos: **e**	
15	Asociar sonido inicial con letra correspondiente: **a**	
16	Asociar sonido inicial con letra correspondiente: **o**	
17	Asociar sonido inicial con letra correspondiente: **e**	
	COMPRENSION	
18	Clasificar	
19	Identificar secuencia	
20	Atender a una historia	

ado _____
cha _____
lificación:
conocimiento de Palabras
mprensión
Fe

Estrella — NIVEL A2

ITEM No.	RECONOCIMIENTO DE PALABRAS	
1	Identificar sonido inicial por medio de dibujos: **i**	
2	Identificar sonido inicial por medio de dibujos: **u**	
4	Identificar sonido inicial de sílaba por medio de dibujos: **m + vocal**	
5	Identificar sonido inicial de sílaba por medio de dibujos: **p + vocal**	
6	Identificar sonido inicial de sílaba por medio de dibujos: **t + vocal**	
7	Identificar sonido inicial de sílaba por medio de dibujos: **l + vocal**	
8	Identificar sílaba inicial y asociarla con dibujos: **m + vocal**	
9	Identificar sílaba inicial y asociarla con dibujos: **p + vocal**	
10	Identificar sílaba inicial y asociarla con dibujos: **t + vocal**	
11	Identificar sílaba inicial y asociarla con dibujos: **l + vocal**	
12	Identificar sílaba inicial en palabras: **m + vocal**	
13	Identificar sílaba inicial en palabras: **l + vocal**	
3	Identificar colores	
	COMPRENSION	
14	Identificar secuencia	
15	Analizar sentimientos	
16	Identificar personajes	
17	Clasificar	
18	Identificar relación de causa y efecto	
19	Identificar detalles por medio de dibujos	
20	Anticipar resultados	

Grado _____
Fecha _____
Calificación:
Reconocimiento de Palabras
Comprensión

BEST COPY AVAILABLE

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

VALUACION DE DESTREZAS DE LA LECTURA

Nombre _____

ueridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito scolar ha desarrollado su sistema de evaluación en el area e la lectura. Este metodo de reportaje ha sido creado con a intención de informarles sobre el progreso de su hijo/hija urante el presente año escolar.

Si desea más informacion sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE
☐ no iniciado ☒ iniciado ☒ perfeccionado

Cascabel LEVEL B -

ITEM No.	RECONOCIMIENTO DE PALABRAS	
10 20	Silaba inicial/media final **m + vocal**	
2 11	Silaba inicial/media/final **p + vocal**	
3, 12	Silaba inicial/media/final: **t + vocal**	
13, 19	Silaba inicial/media/final: **l + vocal**	
5, 14	Silaba inicial/media/final **s + vocal**	
6, 15	Silaba inicial/media/final **n + vocal**	
7, 16	Silaba inicial/media final **d + vocal**	
8, 17	Silaba inicial/media/final **b + vocal**	
9, 18	Silaba inicial/media/final **f + vocal**	

	COMPRENSION	
1, 5	Interpretar escenas	
3, 12, 13	Identificar personajes	
15, 16	Identificar idea principal	
6, 8, 9, 11	Identificar detalles	
17	Identificar lugar	
2, 14	Analizar sentimientos	
20	Identificar relación de causa y efecto	
7	Identificar uso de mayúsculas	
18	Identificar uso de signos de admiración	
19	Identificar uso de signos de interrogación	
10	Identificar pronombres posesivos	
4	Identificar conjunciones	

Grado _____
Fecha _____
Calificación:

Reconocimiento de Palabras	
Comprensión	
Total	

30

Trampolin NIVEL C

ITEM No.	RECONOCIMIENTO DE PALABRAS	
1	Silaba inicial/media/final **v + vocal**	
2	Silaba inicial/media/final **ñ + vocal**	
17	Silaba inicial: **h + vocal**	
3	Silaba media: **r + vocal**	
4	Silaba inicial **vocal + r**	
5	Silaba inicial **vocal + s**	
6	Silaba inicial **vocal + n**	
8, 19	Silaba inicial/media final **m + vocal + r**	
9	Silaba inicial/media/final **s + vocal + l**	
20	Silaba inicial/media/final **p + vocal + n**	
10, 18	Silaba inicial/media/final **t + vocal + s**	
13	Silaba inicial/media final **z + a/o/u**	
14	Silaba inicial/media/final **c + e/i**	
11	Silaba inicial/media/final **c + a/o/u**	
12	Silaba inicial/media/final **qu + e/i**	
7, 15, 16	Diptongo vocal fuerte (a/e/o) + vocal débil (i/u)	

	COMPRENSION	
1	Identificar preposiciones	
2	Identificar adverbios	
5, 10	Identificar personajes	
9, 19	Identificar idea principal	
3, 12, 13	Identificar detalles	
11	Identificar lugar	
14, 20	Analizar sentimientos	
4, 16, 17	Identificar relación de causa y efecto	
15	Interpretar claves de contexto	
6	Distinguir entre realidad y fantasia	
7, 8	Identificar secuencia	
18	Interpretar adivinanzas	

Grado _____
Fecha _____
Calificación:

Reconocimiento de Palabras	
Comprensión	
Total	

BEST COPY AVAILABLE

revised 1982

31

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

'ALUACION DE DESTREZAS DE LA LECTURA

ıeridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito colar ha desarrollado su sistema de evaluacion en el area la lectura. Este metodo de reportaje ha sido creado con intención de informarles sobre el progreso de su hijo/hija rante el presente año escolar.

Nombre _____

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE

☐ no iniciado ☒ iniciado ☒ perfeccionado

Umbral **NIVEL D**

ITEM No.	RECONOCIMIENTO DE PALABRAS	
1	Sílaba inicial/media/final: **ch + vocal**	
2	Sílaba inicial/media/final: **g + a/o/u/ue/ui**	
18	Sílaba inicial/media/final: **g + e/i**	
3. 17	Sílaba inicial/media/final: **j + vocal**	
6	Sílaba inicial/media/final: **ll + vocal**	
7	Sílaba inicial/media/final: **y + vocal**	
8	Sílaba inicial/media/final: **x + vocal**	
9	Sílaba inicial/media/final: **k + vocal**	
11	Sílaba inicial/media/final: **w + vocal**	
5	Sílaba inicial: **r + vocal**	
4	Sílaba media: **rr + vocal**	
12	Sílaba inicial/media/final: **bl + vocal**	
19	Sílaba inicial/media/final: **cl + vocal**	
13	Sílaba inicial/media/final: **br + vocal**	
20	Sílaba inicial/media/final: **fr + vocal**	
14	Sílaba inicial/media/final: **bl + vocal + n**	
16	Sílaba inicial/media/final: **br + vocal + n**	
15	Sílaba inicial/media/final: **fl + vocal + r**	
10	Consonantes intermedias: **cc**	

ITEM No.	COMPRENSION	
1	Distinguir entre realidad y fantasía	
2	Interpretar claves de contexto	
8. 16	Analizar sentimientos	
10	Identificar relación de causa y efecto	
5. 15. 17	Identificar personajes	
20	Identificar idea principal	
3. 11. 14. 19	Identificar detalles	
12	Identificar lugar	
4	Identificar secuencia	
7	Comparar y contrastar	
6	Identificar antónimos	
18	Identificar sinónimos	
9	Identificar uso de signos de interrogación	
13	Anticipar resultados	

Grado _____

Fecha _____

Calificación:

Reconocimiento de Palabras	
Comprensión	
Total	

BEST COPY AVAILABLE

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

VALUACION DE DESTREZAS DE LA LECTURA

ueridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito scolar ha desarrollado su sistema de evaluación en el area e la lectura. Este metodo de reportaje ha sido creado con a intención de informarles sobre el progreso de su hijo/hija urante el presente año escolar.

Nombre _____

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE

☐ no iniciado ☑ iniciado ☒ perfeccionado

Rayuela

NIVEL E

ITEM No.	RECONOCIMIENTO DE PALABRAS	
1	Sílaba inicial: **vocal + l**	
2	Sílaba inicial: **vocal + n**	
3	Sílaba inicial: **vocal + r**	
4	Sílaba inicial/media/final: **b + vocal + r**	
5	Sílaba inicial/media/final: **v + vocal + r**	
6	Sílaba inicial/media/final: **b + vocal + l**	
19	Sílaba inicial/media/final: **br + vocal**	
20	Sílaba inicial/media/final: **pr + vocal**	
7	Sílaba inicial/media/final: **tr + vocal**	
10	Sílaba inicial/media/final: **bl + vocal**	
11	Sílaba inicial/media/final: **cl + vocal**	
8	Sílaba inicial/media/final: **fl + vocal**	
12	Sílaba inicial/media/final: **gl + vocal**	
9	Sílaba inicial/media/final: **pl + vocal**	
13	Sílaba inicial/media/final: **ll + vocal**	
14	Sílaba inicial/media/final: **y + vocal**	
15	Sílaba inicial/media/final: **k + vocal**	
16	Sílaba inicial/media/final: **qu + e/i**	
17	Sílaba inicial/media/final: **z + a/o/u**	
18	Sílaba inicial/media/final: **c + e/i**	

ITEM No.	COMPRENSION	
1	Diferenciar formas literarias: poesia	
11, 16	Identificar personajes	
7, 10, 20	Identificar idea principal	
2, 4, 8, 12	Identificar detalles	
5	Identificar lugar	
3	Analizar sentimientos	
9, 13, 15, 19	Interpretar claves de contexto	
18	Identificar relación de causa y efecto	
14	Distinguir entre realidad y fantasia	
6	Anticipar resultados	
17	Identificar secuencia	

Grado _____

Fecha _____

Calificación:

Reconocimiento de Palabras	
Comprensión	
Total	

:evised 1982

BEST COPY AVAILABLE

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

:VALUACION DE DESTREZAS DE LA LECTURA

)ueridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito scolar ha desarrollado su sistema de evaluación en el area e la lectura. Este metodo de reportaje ha sido creado con a intención de informarles sobre el progreso de su hijo/hija urante el presente año escolar.

Nombre _____

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE
☐ no iniciado ☒ iniciado ☒ perfeccionad

Adelante NIVEL F

ITEM No.	RECONOCIMIENTO DE PALABRAS	
2 3	Sílaba inicial/media/final: **güe/güi**	
15	Sílaba inicial/media/final: **g + vocal**	
16	Sílaba inicial/media/final: **j + vocal**	
10	Sílaba inicial/media/final: **ll + vocal**	
10	Sílaba inicial/media/final: **y + vocal**	
8	Sílaba inicial/media/final: **bl + vocal + s**	
11	Sílaba inicial/media/final: **cl + vocal + s**	
11	Sílaba inicial/media/final: **fl + vocal + s**	
5	Sílaba inicial/media/final: **gl + vocal + s**	
4	Sílaba inicial/media/final: **pl + vocal + s**	
6	Sílaba final: **br + vocal + r**	
7	Sílaba final: **dr + vocal + r**	
14 18	Terminación: **vocal + y**	
12	Sílaba inicial: **ob/ad**	
13	Sílaba inicial: **ex**	
1	Diptongos: vocal débil **(i/u)** + vocal fuerte **(a/e/o)**	
9	Sílaba inicial/media/final: **tr + vocal**	
9	Sílaba inicial/media/final: **tr + vocal + n**	
19	Sílaba inicial/media/final: **tr + vocal + ns**	
20	Sílaba inicial/media/final: **tr + vocal + m**	
17	Sílaba inicial: **c+ vocal + ns**	
13	Consonantes intermedias: **cc**	

	COMPRENSION	
10	Identificar idea principal	
9, 20	Identificar detalles	
1	Identificar lugar	
13, 18	Identificar personajes	
12	Asociar personajes con detalles especificos	
14	Clasificar personajes según el lugar al que pertenecen	
2	Identificar diminutivos	
17	Identificar palabras que riman	
3	Extraer conclusiones lógicas	
4	Interpretar claves de contexto	
6	Analizar sentimientos	
8	Identificar relación de causa y efecto	
15	Anticipar resultados	
5	Identificar secuencia	
7	Identificar antónimos	
16	Identificar sinónimos	
11	Reconocer palabras compuestas	
19	Interpretar poesía	

Grado _____

Fecha _____

Calificación:

Reconocimiento de Palabras _____
Comprensión _____
Total _____

BEST COPY AVAILABLE

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

VALUACION DE DESTREZAS DE LA LECTURA

Nombre_____

ueridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito scolar ha desarrollado su sistema de evaluación en el area e la lectura. Este metodo de reportaje ha sido creado con a intención de informarles sobre el progreso de su hijo/hija urante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE
☐ no iniciado ☒ iniciado ☒ perfeccionado

Imagenes NIVEL FF

ITEM	RECONOCIMIENTO DE PALABRAS	
1	Sílaba inicial/media/final: br + vocal + n	
1	Sílaba inicial/media/final: cr + vocal + n	
2	Sílaba inicial/media/final: gr + vocal + n	
2	Sílaba inicial/media/final: tr + vocal + n	
3	Sílaba inicial/media/final: cr + vocal + s	
3	Sílaba inicial/media/final: dr + vocal + s	
4	Sílaba inicial/media/final: fr + vocal + s	
4	Sílaba inicial/media/final: tr + vocal + s	
5	Sílaba inicial/media, br + vocal + p	
5	Sílaba inicial/media, cr + vocal + p	
5	Sílaba inicial/media: tr + vocal + p	
6	Sílaba inicial/media: fr + vocal + c	
6	Sílaba inicial/media: pr + vocal + c	
7	Sílaba inicial/media: tr + vocal + c	
8	Sílaba inicial/media: c + vocal + p	
8	Sílaba inicial/media: s + vocal + p	
9	Sílaba inicial/media: l + vocal + p	
9	Sílaba inicial/media: d + vocal + p	
10	Sílaba inicial/media: c + vocal + c	
10	Sílaba inicial/media: d + vocal + c	
11	Sílaba inicial/media: f + vocal + c	
11	Sílaba inicial/media: j + vocal + c	
12	Sílaba inicial/media: l + vocal + c	
12	Sílaba inicial/media: p + vocal + c	
12	Sílaba inicial/media: t + vocal + c	
13	Sílaba inicial: vocal + bs	
14	Sílaba inicial: vocal + ns	
15	Sílaba final: ción-sión-xión	
16	Prefijo: des	
17	Prefijo: ex	
17	Prefijo: extra	
18	Prefijo: in	
18	Prefijo: re	
19	Prefijo: sub	
19	Prefijo: sobre	
20	Prefijo: super	

ITEM	COMPRENSION	
1	Identificar sinónimos	
1	Identificar antónimos	
2	Identificar homónimos	
2	Identificar parónimos	
3	Identificar diminutivos	
3	Identificar aumentativos	
4	Identificar palabras simples	
4	Identificar palabras compuestas	
5	Clasificar sustantivos	
5	Clasificar adjetivos	
7	Identificar puntos suspensivos	
6	Identificar narración	
6	Identificar diálogo	
11	Identificar monólogo	
11	Identificar personificación	
12	Interpretar humor	
16	Interpretar refrán	
17	Identificar comparación	
8	Identificar secuencia	
9	Identificar personajes	
13	Identificar lugar	
18	Identificar detalles	
14	Extraer conclusiones lógicas	
10	Anticipar resultados	
19	Analizar sentimientos	
20	Identificar relación de causa y efecto	
15	Resumir	

Grado _____

Fecha _____

Calificación:

Reconocimiento de Palabras	
Comprensión	
Total	

BEST COPY AVAILABLE

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

EVALUACION DE DESTREZAS DE LA LECTURA

Nombre _____

Queridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito escolar ha desarrollado su sistema de evaluación en el area de la lectura. Este metodo de reportaje ha sido creado con la intención de informarles sobre el progreso de su hijo/hija durante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

CLAVE
☐ no iniciado ☒ iniciado ☒ perfeccionado

QUETZALCOATL Y LOS VIENTOS NIVEL G

sonido inicial, medio y final

- ☐ bran-bren-brin-bron-brun
- ☐ gran-gren-grin-gron-grun
- ☐ cras-cres-cris-cros-crus
- ☐ fras- fres-fris-fros-frus
- ☐ fran-fren-frin-fron-frun
- ☐ tran-tren-trin-tron-trun-
- ☐ dras-dres-dris-dros-drus
- ☐ tras-tres-tris-tros-trus

sonido inical y medio

- ☐ brup ☐ crip ☐ trip ☐ frac-fric-fruc ☐ prac
- ☐ trac-truc ☐ cap-cop ☐ sep ☐ lap-lep-lip
- ☐ dap-dep-dip-dop ☐ dac-coc ☐ dac-dic-doc-duc
- ☐ fac-fec-fic ☐ jac-jec ☐ lac-lec ☐ pac-pec-pic
- ☐ tac-tec

sonido inicial

- ☐ abs-obs ☐ ins

sonido final

- ☐ ción-sión-xión

prefijos

- ☐ des ☐ ex ☐ extra ☐ in ☐ re ☐ sub
  sobre super

- ☐ identificar sinónimos ☐ identificar antónimos
- ☐ identificar parónimo ☐ identificar homónimos
- ☐ identificar diminutivos ☐ identificar aumentativos
- ☐ identificar palabras sencillas ☐ identificar palabras compuestas
- ☐ clasificar sustantivos ☐ clasificar adjetivos
- ☐ identificar la elipsis
- ☐ identificar la narración de la poesía
- ☐ identificar un diálogo ☐ identificar un monólogo
- ☐ identificar la personificación
- ☐ interpretar lo humorístico ☐ interpretar refranes
- ☐ identificar los elementos que se comparan
- ☐ identificar la sucesión de eventos
- ☐ identificar los personajes ☐ identificar lugar
- ☐ identificar detalles específicos
- ☐ extraer conclusiones lógicas ☐ anticipar resultados
- ☐ extraer conclusiones sobre los sentimeintos de los personajes
- ☐ identificar/relación de causa y effecto
- ☐ resumir un cuento

Grado _____
Fecha _____

Calificación:

Reconocimiento de Palabras
Comprensión

BEST COPY AVAILABLE

ESL CONTINUUM DESCRIPTION

The San Diego/Sunnyside English as a Second Language (ESL) Continuum has been developed as an instructional tool for teachers who are involved in teaching English as a Second Language. It is designed as a language development program for students who are dominant in languages other than English. Language objectives are presented in a systematic manner, including grammatical structures, vocabulary, and supplementary activities. This ESL Continuum has been approved for use with all students identified as limited English proficient, meeting the guidelines established by LAU vs NICHOLS (1974) insuring equal access to Curriculum for all children.

To determine what levels of this continuum must be completed before transfer occurs, check the section labeled Criteria for Transfer.

Adapted Edition, Summer 1979

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

Reprinted with permission of San Diego City Schools

EVALUACION DE DESTREZAS DE LA ENZEÑANZA DEL INGLES COMO SEGUNDO IDIOMA

Queridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito escolar ha desarrollado su sistema de evaluación en el area de la enzeñanza del niño. Este metodo de reportaje ha sido creado con la intención de informarles sobre el progreso de su hijo/hija durante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

Nombre_____ 19 ____ -19 ____

Escuela _____ Maestro(a) _____

CLAVE

☐ no iniciado ☑ iniciado ☒ perfeccionado

LEVEL A

☐ 1. "Good morning. My name is (name)." "What's his/her name? "	☐ 11. "I live on/at/in (city/street)."	☐ 21. "He/She/It is in the (outdoor location)."
☐ 2. "What's his/her name? " "His/Her name is (name)."	☐ 12. "What's he/she? " "He/She is a (occupation)."	☐ 22. "Where is he/she?" "He/She is in the (indoor location)."
☐ 3. "Please listen/run/stand up/line up/walk."	☐ 13. "What is this?" "It's a (body part, singular)."	☐ 23. "The boy/girl is in the (community location)."
☐ 4. "What's this?" "This is a (classroom object)."	☐ 14. "Is this/that a (vehicle)?" "Yes/No, it is/isn't." "It's a (vehicle)."	☐ 24. "Who's in the (community location)?" "The (community helper) is in the (community location)."
☐ 5. "What's that?" "That's a (classroom object)."	☐ 15. "Here/There it is." "Here/There is the (farm animal)."	☐ 25. "Yes/No, there is/isn't (grocery item) in the store."
☐ 6. "What do you want?" "I want (beverage)."	☐ 16. "Where is the (pet)?" "Here/There it is."	☐ 26. "Is there (food item) in the store?"
☐ 7. "How do you say this/that (dessert)?"	☐ 17. "Is he/she a (close family member)?" "Yes/No, he/she is/isn't a (close family member)."	☐ 27. "What do you see?" "I see a (clothing item)."
☐ 8. "May I go to the (school location)?" "Yes, you may."	☐ 18. "Is he/she a (family member)?" "Yes/No he/she is/isn't a (family member)."	☐ 28. "What color is this?" "This is (color)."
☐ 9. "Excuse me. Please give me the (eating utensil/classroom item)." "Thanks."	☐ 19. "Is he/she here/there?" "Yes/No, he/she is/isn't here/there."	☐ 29. "What number is this?" "That's a (1-10)."
☐ 10. Language Patterns Test 1-9	☐ 20. Language Pattern Test 11-19	☐ 30. Language Patterns Test 21-29
☐ Vocabulary Test	☐ Vocabulary Test	☐ Vocabulary Test
☐ Oral Story Test: "Marie Brings a Surprise"	☐ Oral Story Test: "Juan Gets a Surprise"	☐ Oral Story Test: "Rosa Wants to Know"
☐ Fluency Test	☐ Fluency Test	☐ Fluency Test

SS330-80

BEST COPY AVAILABLE

Adapted Edition, Summer 1979

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

Reprinted with permission of San Diego City Schools

EVALUACION DE DESTREZAS DE LA ENZEÑANZA DEL INGLES COMO SEGUNDO IDIOMA

Queridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito escolar ha desarrollado su sistema de evaluación en el area de la enzeñanza del niño. Este metodo de reportaje ha sido creado con la intención de informarles sobre el progreso de su hijo/hija durante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

Nombre _____ 19 ____ 19 ____

Escuela _____ Maestro(a) _____

CLAVE ☐no iniciado ☑iniciado ☒perfeccionado

LEVEL B

☐ 1. "I am (age) years old."	☐11. "Please open/close the (objects)."	☐21. "What are you doing?" "I am (present participle)."
☐ 2. "How do you (feel)?" "I feel (feeling word)."	☐12. "Yes/No, I can/can't." (Numbers 21-50)	☐22. "What's he/she doing?" "He's/She's (present participle)."
☐ 3. "No, I am (survival phrase) "	☐13. "What is he/she wearing? " "He/She is wearing (clothes, plural)."	☐23. "What shape is this?" "It's a (shape)."
☐ 4. "Is it a (bathroom accessory)?" "Yes, it is. No, it isn't."	☐14. "These/Those (vegetables) are mine/yours."	☐24. "Is he/she (present participle) a (direct object)?" "Yes/No, he/she is/isn't (present participle) a (direct object)."
☐ 5. "Whose (toy) is this/that?" "This/That (toy) is mine/yours."	☐15. "Whose (fruit, plural) are these/those?" "These/Those (fruit, plural) are ours/theirs."	☐25. "Are we/they (present participle)?" "Yes, we're/they're (present participle)." "No, we/they aren't (present participle)."
☐ 6. "What number is this?" "That's (11-20)."	☐16. "Yes, I/we have a (food)." "No, I/we don't have a (food)."	☐26. "Do you know (personal name)?" "Yes/No, I know/don't know (name)."
☐ 7. "Is he/she (adjective)?" "No/Yes, he/she is/isn't."	☐17. "Do you have a (clothing item)?" "Yes/No, I/we have/don't have a (clothing item)."	☐27. "What time is it?" "It's ( ) o'clock."
☐ 8. "These/Those are (body parts, plural)."	☐18. "No, I don't want any (accessories)." "Yes, I want some (accessories)."	☐28. "May I help you?" "Yes, thank you. You may." "No, thank you."
☐9. "What are these/those?" "These/Those are (small objects)."	☐19. "Do you want any/some (breakfast)?" "No, I don't want any (breakfast)."	☐29. "How's the weather today?" "It's (weather condition)."
☐10. Language Patterns Test 1-9	☐20. Language Patterns Test 11-19	☐30. Language Patterns Test 21-29
☐ Vocabulary Test	☐ Vocabulary Test	☐ Vocabulary Test
☐ Oral Story Test: "Steven Plays with Joey"	☐ Oral Story Test: "How Ruben Helped"	☐ Oral Story Test: "The Cookie Sale"
☐ Fluency Test	☐ Fluency Test	☐ Fluency Test

55331-80

BEST COPY AVAILABLE

Adapted Edition, Summer 1979

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

Reprinted with permission of San Diego City Schools

EVALUACION DE DESTREZAS DE LA ENZEÑANZA DEL INGLES COMO SEGUNDO IDIOMA

Queridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito escolar ha desarrollado su sistema de evaluación en el area de la enzeñanza del niño. Este metodo de reportaje ha sido creado con la intención de informarles sobre el progreso de su hijo/hija durante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

Nombre _____ 19 ____-19_____

Escuela _____ Maestro(a) _____

CLAVE

☐ no iniciado ☑ iniciado ☒ perfeccionado

LEVEL C

☐ 1. "Are these/those ( ) or ( )? " "These/Those are (clothes)."	☐ 11. "Which is number (63)?" "That's (51-100)."	☐ 21. "Do you know the days of the week?" "Yes, I do. No, I don't." "Please say them."
☐ 2. "Do you have a ( ) and a ( )?" "Yes/No, I have a (household aid) and a (household aid)."	☐ 12. "This/That is an (inital vowel noun)." "Now, you tell me what it is."	☐ 22. "This is one (irregular noun, singular); these are two (irr. n., pl.)." "What's this? What are these?"
☐ 3. "Can you go to the (playground equipment) with me?" "Yes/No, I can/can't."	☐ 13. "Which animals are different/the same)? Why?" "The bird and the (reptile) are different/the same."	☐ 23. "Does he/she have some (foods)?" "Yes/No, he/she has/doesn't have any (foods)."
☐ 4. "May I use Esther's (kitchen necessity)?"	☐ 14. "Tell me what he/she is doing." "He/She is (present participle + direct object)."	☐ 24. "What will he/she do next?" "He/She will (verb) his/her (direct object)."
☐ 5. "Where is Mario's pencil?" "Mario's pencil is (preposition) the box."	☐ 15. "What is he/she going to do?" "He/She is going to (verb + direct object)."	☐ 25. "How many (vehicles) are there?" "There are (number) (vehicles)."
☐ 6. "Where is he/she standing/sitting?" "He/She is standing by the (kitchen object)."	☐ 16. "Something smells good. What is it?" "The (food)smells good."	☐ 26. "John can (verb) but he can't (verb)." "Tell me what John can and can't do."
☐ 7. "Put Marta's (musical instrument) (adverb of place)." "Now you say it."	☐ 17. "Which animals are big/little?" "The (animal) and the (animal) are big/little."	☐ 27. "Do you know what kind of insect this is?" "It's a (insect)."
☐ 8. "Will you please (verb + direct object)?" "Yes/No, I will/won't."	☐ 18. "What did you do yesterday? " "Yesterday I (verb) the (furniture)."	☐ 28. "What does he/she want/like?" "He/She wants/likes (foods)."
☐ 9. "What is the use of the (tool)?" "The (tool) is used to (verb + direct object)."	☐ 19. "Which shape is bigger/smaller?" "This (shape) is bigger/smaller than that one."	☐ 29. "What belongs to the baby?" "The (noun) belongs to the baby."
☐ 10. Language Patterns Test 1-9	☐ 20. Language Patterns Test 11-19	☐ 30. Language Patterns Test 21-29
☐ Vocabulary Test	☐ Vocabulary Test	☐ Vocabulary Test
☐ Oral Story Test: "Peter and Joey"	☐ Oral Story Test: "Fun at the Zoo"	☐ Oral Story Test: "Fun at the Park"
☐ Fluency Test	☐ Fluency Test	☐ Fluency Test

SS332-80

BEST COPY AVAILABLE

Adapted Edition, Summer 1979

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, AZ 85706

Reprinted with permission of San Diego City Schools

EVALUACION DE DESTREZAS DE LA ENZEÑANZA DEL INGLES COMO SEGUNDO IDIOMA

Queridos Padres:

De acuerdo con la ley del estado de Arizona cada distrito escolar ha desarrollado su sistema de evaluación en el area de la enzeñanza del niño. Este metodo de reportaje ha sido creado con la intención de informarles sobre el progreso de su hijo/hija durante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

Nombre _____ 19____- 19_____

Escuela _____ Maestro(a) _____

CLAVE

☐ no iniciado ☑ iniciado ☒ perfeccionado

LEVEL E

☐ 1. Which is more ____ (of the two)? The ____ is more ____ than the____ . (beautiful, colorful, etc.)

☐ 2. Who is the most ____ of all? ____ is the most ____ of all. (famous, delicious, handsome)

☐ 3. Which is the most____ ? This_____is more _____ than that one, but this one is the most____ . (comparisons)

☐ 4. Who/What was____ er? (The ____ or (the) ____ ? (The) ____ was____ er than (the) ____ . (smaller, smarter, louder, etc.)

☐ 4. Idioms: Get (got) along, all along, talked it over, it's not fair, take it easy, etc.

☐ 5. Who was the_____iest of all? Hilda was____ . Jorge was_____ier than Hilda, but Louise was the ____ iest of all.

☐ 6. How near/far/slow/fast was the_____? The ____ was very slow/fast/far/near.

☐ 7. Which ____ was nearer to the ____ than the ____ ? (The) ____ was nearer/farther/slower/faster ____ than the ____.

☐ 8. Which is the ____ est of all? (The) ____ is the ____ est of all. (tall, taller, tallest)

☐ 8. Idioms: raining cats and dogs, take part in, over and over again, at last, sooner or later.

☐ 9. Which ____ tastes good/better/the best? (good/better/best)

☐ 10. Which ____ was bad/worse/the worst? (bad/worse/worst)

☐ Language Patterns Test 1-10

☐ Vocabulary Test 1-10

☐ 11. Which animals move more/the most ____? (Plural noun) move more (adverb) than _____ but (plural noun) move the most____ .

☐ 12. Have you/we/they ____ it yet? Yes/No, you/we/they have/haven't ____ (it) yet. (ed verbs)

☐ 12. Idioms: go wrong, save up, rainy day, in case of, long run, better off.

☐ 13. What has he/she_____ ? He/She ____ . (answered, decided, etc.)

☐ 14. Has ____ ____ the ____ ? Yes/No,____ has/hasn't ____ the_____. (lawn, exam)

☐ 15. Has (Name) (ed verb) his/her ____ yet? (eaten, drunk, written, etc.)

☐ 16. Idioms: became of, how come, never mind, in a way, by the way, anyhow, so long.

☐ 16. Has he already ____ him/her? Yes/No, he/she has/hasn't_____ him/her yet.

☐ 17. When had Elsa ____ ? Elsa had (ed verb) at/by ____ o'clock.

☐ 18. Idioms: held up, ran off, dropped out, ran into, took off, ran over, run him down, break in

☐ 18. Had you ____ (it) by/at/after/before _____ o'clock?

☐ 19. Were these/those the ____ that/which were ____?

☐ 20. Is that the (noun) that/which was____ ? Yes, it is. No, it isn't.

☐ Language Patterns Test

☐ Vocabulary Test

☐ 21. Who (verb) (direct object)? The girl/boy who is wearing the ____ .

☐ 22. To whom am I speaking? You are speaking to ____ .

☐ 23. Why was he/she ____ ? Maybe/perhaps/because/ ____ .

☐ 24. I don't like ____ , and he/she doesn't either. We don't like ____ , and they don't either.

☐ 24. Idioms: run down, on his own, rain or shine, switching off, stopped off, etc.

☐ 25. Either you (action verb) or you will have to ____ . (either-or)

☐ 26. If it/you were (a) ____ , what would you do? (it/you, would; snowy/rainy)

☐ 27. How long would you (eat) the (flapjacks)? I would ____ until ____ .

☐ 28. If you had a choice, where else would you go? What else would you do? I would go/do/be ____ .

☐ 28. Idioms: out of order, go by, think up, try on, put together, make-believe, put on an act, show off.

☐ 29. What else did (name) (bring)? (Name) (brought) the_____ and the_____ also/too.

☐ 30. Would you rather (climb this tree) or another one? Yes/No, I'd rather _____.

☐ Language Patterns Test 21-30

☐ Vocabulary Test 21-30

BEST COPY AVAILABLE

Adapted Edition, Summer 1979

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, AZ 85706

Reprinted with permission of San Diego City Schools

EVALUACION DE DESTREZAS DE LA ENZEÑANZA DEL INGLES COMO SEGUNDO IDIOMA

Queridos Padres:

De acuerdo con la ley del estado de arizona cada distrito escolar ha desarrollado su sistema de evaluación en el area de la enzeñanza del niño. Este metodo de reportaje ha sido creado con la intención de informarles sobre el progreso de su hijo/hija durante el presente año escolar.

Si desea más información sobre este sistema evaluativo, sirvase a ponerse en contacto con el director de la escuela.

Nombre _____ 19___ - 19 ___

Escuela _____ Maestro(a) _____

CLAVE

☐ no iniciado ☑ iniciado ☒ perfeccionado

LEVEL F

☐ 1. If you had ___ , what would you do? If I had ___ , I'd ___ . (if; would/do)

☐ 2. Why are you buying so much/many (candy, pencils)? So that I'll have enough to last me all day. (much, many)

☐ 3. Whoever gets to the finish line first is the winner. Whatever you do, keep swimming until ...

☐ 3. Idioms: take place, all day (long, all night long), keep up, bushed, drop off, all at once, get it, etc.

☐ 4. Do she and Ann look alike? She and Ann do not look alike even though they are twins.

☐ 5. Ask Fury whether or not he will be flying next month. (Once upon a time)

☐ 6. What did (name) do as he/she (watched) himself/herself on television?

☐ 6. Idioms: put their heads together, set (it) free, pick (ed) out, turned off, think over, pointed out.

7-8 Deleted

☐ 9. Although it was ___, it ___ . It was ___, although it ___ .

☐ 9. Idioms: tiptoed, at all, butt in, come on, barge in, take turns, grow up, etc.

☐10. Can/Could you (whistle) while you (eat)? Yes/No I can/can't ___ while I ___ .

☐ Language Patterns Test 1-10

☐ Vocabulary Test 1-10

☐11. Do you like her in spite of everything? Yes, I like her even though she won't/can't talk to me.

☐12. Was Bob excited when he arrived? Yes; Bob was so excited when he arrived that he forgot his___ .

☐12. Idioms: drive him/her crazy, put up with, pipe down, hold still, doing their thing, etc.

☐13. Suppose I give you this crayon; what will you do with it? I'll draw with it.

☐14. What did you/they do while Terry & Tina were (singing)? I/We (fell asleep). (do/did; while)

☐15. Suppose I lose this watch; what should I do? (open-ended)

☐15. Idioms: take (took) in, set up, see (saw) red, put (her) foot down, ran after.

☐16. Why did he wear the clown costume? He wore it so/because he could make us laugh.

☐17. What happened while you were flying over the ocean? While I/we was/were flying over the ocean, something hit our helicopter.

☐18. Have you ever been afraid of something? Yes/No, I have/I have never been afraid of anything.

☐19. What's the matter? I've lost my keys. I can't find my purse.

☐20. Although you've been very good to me, I still have to leave.

☐21. Ask him/her if he/she will be able to ___ by himself/herself. He's/She's not sure if he/she will/will not be able to___ by himself/herself.

☐21. Idioms: went off, get going, go on, all of a sudden, keep going, hurry up.

☐ Language Patterns Test 11-21

☐ Vocabulary Test 11-21

BEST COPY AVAILABLE

TO: ALL PARTICIPATING BILINGUAL TEACHERS AND PRINCIPALS

FROM: ISABEL ALLISON, CRIS BRECKENFELD

RE: GRADING CODES AND RETENTION LEVELS

Based on the participation of first through third grade bilingual teachers during the 1981-82 school year, the following retention levels for the semester and the end of the year will be used for children reading in Spanish.

FIRST GRADE	SECOND GRADE	THIRD GRADE
Semester	Semester	Semester
Cascabel Unit 5 through Trampolin Unit 5	Rayuela Unit 1 through Unit 3	Imagenes Unit 3 through Transition -T8 (Lesson *)
End of Year	End of Year	End of Year
Trampolin Unit 5 through Umbral Unit 5	Adelante Unit 1 through Unit 5	Tapestry, 2nd Magazine through Windchimes, 2nd M Magazine

Remember, the child must be between or above these ranges to be considered on grade levels (=) or above grade level (X).

These levels will be used for the recording of information on report cards and to aide in the notification of parents in the cases of possible retention.

If you have questions or concerns on this issue, contact the resource staff and/or bilingual director for additional ifnormation.

Thank you for your cooperation.

TRANSFERRING FROM SPANISH LANGUAGE INSTRUCTION TO ENGLISH READING INSTRUCTION

A. Rationale for Transfer - Research

B. Criteria for Transfer
   -K through 3rd grade
   -4th through 6th grade

C. Teacher referral form for Transferring Students from Spanish Language Instruction to English Reading

D. Final Form for Student Transfer

RATIONALE FOR THE INTRODUCTION OF ENGLISH READING FOR CHILDREN READING IN SPANISH

One reseracher who has investigated the area of transfer of reading skills from the native language to English is Minerva Coyne* who has delineated the general areas of transfers as:

1. The symbols used to represent speech sounds (for example, a familiarity with a certain symbol, such as "o").
2. The directionality of decoding (for example, left-to-right progression).
3. The phonetic features (for example, an ability to read certain consonants in English with a previously learned articulation).
4. The structural components of words (for example, an ability to understand the function of suffixes).
5. The strategies utilized to achieve both literal and interpretive comprehension (for example, an ability to use context clues to discover the meaning of unknown words).
6. The study skill abilities practices (for example, an ability to use a dictionary, map, index).

These areas have been considered in the selection of district materials for Spanish reading instruction and the adaptation of the ESL Continuum for use in the Sunnyside School District. These areas were also considered in the development of the TRANSITION AND TRANSITION PLUS components now used to facilitate transfer into the district-adopted reading program (now Houghton Mifflin).

Spanish-dominant students (SD-1, SD-2, and B3S) who have received reading instruction in Spanish and who have received English instruction as a second language since Kindergarten will have mastered:

1. CUES Skills through Imagenes (Santillana-Lectura en Dos Idiomas) by the end of third grade, and
2. Levels A, B, C and Transition of the ESL Continuum by the end of third grade.

Due to the fact that the skills the children have acquired are skills acquired by all children learning to read, and because the development of these children's oral English skills has been consistently developed, transfer to English reading is automatic.

* "Newsletter" Volume VI, No. 5, May-June 1979, Bilingual Education Center "Reading in the First and Second Language-Transferring Reading Skills from the Native Language to English."

CRITERIA FOR TRANSFER

CRITERIA FOR INTRODUCING ENGLISH READING
(For students reading in their native language-Spanish)

FOR STUDENTS K-3 WHO HAVE ENTERED INTO A PROGRAM OF SPANISH READING INSTRUCTION BASED ON LANGUAGE DOMINANCE DETERMINED BY:

STUDENT LANGUAGE PREFERENCE (SLP)
HOME LANGUAGE QUESTIONAIRE (HLQ)
DOMINANCE INSTRUMENT (SHUTTS)
LANGUAGE ASSESSMENT BATTERY(LAB) (Required of entering students as of 9/81)

All of the following three requirements must be met before initiating the paper work required for "Transfer" into reading in English. (see Transfer section of Bilingual Program Guide):

1. The student must be proficient in Spanish reading as measured by ONE of the following;
   - 1a. instructional or independent mastery of the Imágenes reader as measured by Santillana's criterion-referenced tests.
   - 1b. third grade level test scores on the Estuval reading test.
2. The student is able to speak and comprehend English. This includes receptive and productive skills as measured by the student's mastery of at least the skills in Level A, B and C and the TRANSITION component of the San Diego-Sunnyside ESL Continuum, as measured by placement and/or mastery tests.
3. The student has an on-grade level reading achievement test score in Spanish (appropriately 2nd or 3rd grade) given within the previous six months. If there is no recent test score, the CTBS-Espanol or the Moreno Reading Test can be used.

** IF YOU HAVE ANY QUESTIONS, PLEASE, CALL ONE OF THE RESOURCE STAFF (EXT. 438) BEFORE YOU BEGIN THIS PROCEDURE.

CRITERIA FOR TRANSFER

CRITERIA FOR INTRODUCING ENGLISH READING
(For students reading in their native language-Spanish)

FOR STUDENTS 4-6 GRADES WHO HAVE RECENTLY ENTERED OR ARE FINISHING A PROGRAM OF SPANISH READING INSTRUCTION BASED ON LANGUAGE DOMINANCE DETERMINED BY:

STUDENT LANGUAGE PREFERENCE (SLP)
HOME LANGUAGE QUESTIONAIRE (HLQ)
DOMINANCE INSTRUMENT (SHUTTS)
LANGUAGE ASSESSMENT BATTERY (LAB) (Required of entering students as of 9/81)

All of the following three requirements must be met before initiating the paper work required for "Transfer" into reading in English. (See Transfer section of Bilingual Program Guide):

1. The student must be proficient in Spanish reading as measured by ONE of the following:

   1a. 4th graders: instructional or independent mastery of the Quetzalcoatl y Los Vientos reader as measured by Santillana's criterion-referenced tests.

   5th graders: instructional or independent mastery of the Nuestra Herencia I reader as measured by Santillana's criterion-referenced tests.

   6th graders: instructional or independent mastery of the Nuestra Herencia II reader as measured by Santillana's criterion-referenced tests.

   1b. 4th graders: 4th grade level (or higher) test scores on the ESTUVAL reading test.

   5th graders: 5th grade level (or higher) test scores on the ESTUVAL reading test.

   6th graders: 6th grade level (or higher) test scores on the ESTUVAL reading tests.

2. The student is able to speak and comprehend English. This includes receptive and productive skills as measured by the student's mastery of at least the skills in Level A, B and C, TRANSITION and TRANSITION PLUS components of the San Diego-Sunnyside ESL Continuum, as measured by placement and/or mastery tests.

3. The student has an on-grade level reading achievement test score in Spanish (appropriately 4th, 5th or 6th grade) given within the previous six months. If there is no recent test score, the CTBS-Espanol or the Moreno Reading test can be used.

** IF YOU HAVE ANY QUESTIONS, PLEASE, CALL ONE OF THE RESOURCE STAFF (EXT. 438) BEFORE YOU BEGIN THIS PROCEDURE.

EXTENSION OF CRITERIA FOR TRANSFER
(Grades 4-6th)
Revision 1982

The following extensions of criteria for fourth, fifth and sixth graders were discussed and agreed upon by the concensus of third, fourth, and fifth grade bilingual teachers, (November, 1982). Please refer to specific sections on the previous page for the total requirements for transfer.

1a. 4th graders: Beginning 4th graders who have been participants in a program of Spanish reading instructions since Kindergarten or first grade and who are presently reading in the fourth unit or beyond in Imagenes may be allowed to finish Imagenes and use third grade CRITERIA FOR TRANSFER. This exception must be accomplished during the first nine week grading period only.

5th graders: Beginning 5th graders who have been participants in a program of Spanish reading instruction since first or second grade and who are presently reading in the fourth unit or beyond in Quetzalcoatl y Los Vientos may be allowed to finish Quetzalcoatl y Los Vientos and use fourth grade CRITERIA FOR TRANSFER - 1a-fourth graders.
This exception must be accomplished during the first nine week grading period only.

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

BILINGUAL EDUCATION PROGRAM

TEACHER REFERRAL FORM

Instructions

A. BACKGROUND

This form will begin procedures for student transfer from primary (Spanish) language instruction to English (regular) instruction. Final approval of transfer requires the signature of the Bilingual Director.

The information you provide on this form will be used by the Bilingual Director to fill out a final form that will be submitted to your building principal for signature to finalize the Bilingual Director's approval.

Your accuracy in data recording is greatly appreciated.

B. PROCEDURAL INFORMATION

This is the procedure that you will initiate with this form:

1. The Bilingual Office will use your data on the final form for approval/disapproval of transfer.
2. If more data is necessary the form will be returned to you.
3. A copy of the Student Transfer Form will be completed by the Bilingual Office.
4. Approval/disapproval will be noted.
5. The final transfer form will be routed to the principal and teacher for final signatures.
6. A copy of the form with completed signatures will be placed in the student's cum folder and the original forwarded to the Bilingual Office.

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
BILINGUAL EDUCATION PROGRAM

TEACHER REFERRAL FORM

STUDENT'S NAME _____ AGE ____ GRADE ____ DOMINANCE _____

SCHOOL _____ CLASSROOM TEACHER/RESOURCE TEACHER _____

PRESENT LANGUAGE OF INSTRUCTION _____ HOME LANGUAGE _____

SCHOOL YEAR/GRADE OF STUDENT'S ENTRY INTO BILINGUAL PROGRAM _____

I. INITIAL RECOMMENDATION

A. Request Initiated by: (check one)

Teacher _____
Administrator _____

B. Date Initiated:

____/____/____
MONTH DAY YEAR

II. LANGUAGE ASSESSMENT

A. Language Dominance

1. Instrument _____
2. Date Administered _____
3. Language Classification _____

Sample

	ENGLISH PERCENTILE	SPANISH PERCENTILE
LISTENING		
SPEAKING		

B. Language Proficiency

1. Instrument _____ 2. Level _____
3. Date Administered _____

	ENGLISH	SPANISH
SCORE		
PERCENTILE		
STANINE		

III. ACHIEVEMENT TEST DATA

	INSTRUMENT	DATE	STANINE	GRADE EQUIVALENT
SPANISH - READING				
SPANISH - MATH				
ENGLISH - READING				
ENGLISH - MATH				

IV. COMPLETION OF CRITERIA

GRADES K - 3

(Please consult Bilingual Program Guide for specific information)

YES NO

___ ___ 1a. Instructional/Independent level or mastery in Imagenes.

or

___ ___ 1b. Estuval - 3rd grade

___ ___ 2. ESL MASTERY TESTS: (Please check if completed) Level A _____, Level B _____, Level C _____, Transition _____, Transition Plus _____.

___ ___ 3. Reading Achievement Test on grade level (See III above for CAT).

GRADES 4 - 6

(Please consult Bilingual Program Guide for specific information)

YES NO

___ ___ 1a. 4th grade - Instructional/Independent level or mastery in Quetzalcoatl.

___ ___ 5th grade - Instructional/Independent level or mastery in Nuestra Herencia I.

___ ___ 6th grade - Instructional/Independent level or mastery in Nuestra Herencia II.

or

___ ___ 1b. 4th, 5th, 6th grade Estuval - grade level mastery.

___ ___ 2. ESL MASTERY TESTS: (please check if completed) Level A _____, Level B _____, Level C _____, Transition _____, Transition Plus _____.

V. PROPOSED PLACEMENT IN ENGLISH READING SERIES:

A. English Reading (Houghton-Mifflin) Placement Test Results _____

B. Type of Placement Test Administered _____

C. Proposed English Reading Placement Level _____

VI. COMMENTS

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

BILINGUAL EDUCATION PROGRAM

STUDENT TRANSFER FROM NATIVE LANGUAGE TO ENGLISH LANGUAGE INSTRUCTION

STUDENT NAME	TEACHER	SCHOOL	GRADE

COMPLETION OF TRANSFER CRITERIA

YES NO

___ ___ 1. LAB (Language Assessment Battery-English) update of score, percentile and stanine.

___ ___ 2. Achievement test results: CTBS and CAT on grade level.

___ ___ 3. Grade level criteria in Reading and ESL mastery levels (K-3) or (4-6).

___ ___ 4. Placement test results for English reading series and proposed placement level for Houghton-Mifflin.

RECOMMENDATION

YES NO

___ ___ 1. Change in language of instruction from Spanish to English.

___ ___ 2. Change in language of instruction from English to Spanish.

PLACEMENT

YES NO

___ ___ 1. Maintain in bilingual classroom.

___ ___ 2. Place in all-English classroom.

FOLLOW-UP RECOMMENDATION

_____

_____

_____

_____

_____

SIGNATURES

TEACHER _____

PRINCIPAL _____

BILINGUAL DIRECTOR _____

EVALUATION OF STUDENT PROGRESS

Description of Testing Instruments -
Diagnostic Testing and
Achievement Testing

EVALUATION OF STUDENT PROGRESS

Description of Testing Instruments

A. Diagnostic Testing

These tests are used to pin point the areas of strengths and weakness in language arts skills in Spanish and English.

TEST	AREA MEASURED	GRADE LEVEL USED	SCORING
EASE 1. Preschool Language scale. 2. Peabody PVT 3. VMI & HTP 4. Motor Act. scale 5. Speech Evaluation	Integrated conceptual & experiential areas of language development. Measure individual receptive language. Fine & large Motor Skills. Analyze specific speech sound.	K Pre & Post	Criterion-Referenced.
MORENO ESTUVAL	Comprehension	1-12 1-8	Criterion-Referenced (consumable sheets)
SANTILLANA Prueba de Lectura	Word Recognition and Comprehension	K-6	Criterion-Referenced (ditto sheets)
P.V.S. (Primary professional verification system)	Math Reading Skill (Skill areas correlated to major texts)	1-4 Pre & Post	Criterion-Referenced Computer-Scored Skill area strengths & weaknesses
E.S.L. Placement & Mastery	Linguistic objectived for beginning oral English skills	Levels A,B,C, D and Transition	1 Placement sheet of questions per level 1 Master sheet of questions per every 10 lessons.

revised 1982

B. Achievement Testing

These test are used to compare the general level of achievement of one group of students to another group of the same age and grade. They are usually given to all children at the same time and are district mandated.

TEST	AREA MEASURED	GRADE LEVEL USED	SCORING
CTBS (California Test of Basic Skills) Spanish	Basic Skills Reading & Math	1-8	Hand Scored 1st & 2nd Computer Scored 3rd- 8th
CAT (California Achievemnt Test) English	Basic Skills Reading & Math	1-12	Computor Scored

revised 1982

APPENDIX

A. List of Teachers, Aides and Designated Testers

B. Classroom Management Guide (Teacher Check List)

C. Bilingual Program Parent Information sheet (general)

D. Reading Progress Chart-Spanish Reading and ESL

E. Language Assessment Results Form

F. Parent Release Form

G. Bilingual Individual Learning Program

BILINGUAL PROGRAM TEACHERS, AIDES, AND TESTING PERSONNEL AS DESIGNATED BY ELEMENTARY PRINCIPALS (1982-83)

ISABEL ALLISON, RESOURCE TEACHER

Craycroft

Resource - Lupe Rosales/*Roxanne Alcantara

Elvira

K. Yolanda Bernal/*Vickie Sanchez
1. Julie Palacios/Maclovia Ruiz
2. Debbie Delgado/Maria Alvarez
4,5,6 Diane T. O'Brian/Lydia Santa Cruz

Liberty

K. Cathy Baptiste/Rosenda Leyvas
1. Maria Miranda/Mercy Wissar
2. Mercy Gomez/*Maria Flores
3. Linda Smith/ Alice Silvas
4. Mireya Oliva/Mercy Wissar
5. Vera Vandeviere/Maria Flores
6. Terry Cox/Alice Silvas

Santa Clara

K. Elva Dillavou/Berta Quarrell
1. Mary Rodriguez/*Dolores Carrillo
2. Lisa Garcia/Belle Haro
3. Patricia Sandoval/Mary Figueroa
4. Edna Figueroa
5. Randy Armenta

Valencia

K. Angela Roll (½ day)---
1. Lorraine Islas ---*Cathy Fuentes
2. Anita Holguin ---*Elsa Trevino

Valencia-Adaptive Education

Hearing Impaired: Annette Houtz

Speech: Fran Forstadt

Bilingual Instructional Aides: Norma Esparza
*Darlene Goldbaum

*Designated Testing Personnel

CRIS BRECKENFELD, RESOURCE TEACHER

Drexel

K. Rita Choffin/Rosie Silvas
1. Terry Gastelum/Berta Jaramillo
2. Gloria Salas/Hilda Fernandez
3. Niltza Mendez/Marta Armenta
4. Angie Escandon/Marta Armenta
5. Christina Garcia
Resource *Irene Hart

Esperanza

1. Mary Early/Valicia Aduato
2. Ginger Tang
3. Alice Leon
4. Estella Garcia *Cathy Fuentes
5. Bob Esparza
6. Brooke Meyers *Elsa Trevino

Los Niños

Resource - Rebecca Gonzales/*Lina Bracamonte
*Amanda Hermosa

Los Ranchitos

K. Isabel Heuisler/Josie Valenzuela
1. Ana Salinas------
2. Maria Peral Diaz - Barbara Duarte
3. Myriam Ortega----
4. Rosie Lamas
5. Lillian Norris
6. Angie Bertrand
Resource-Robert Arechederra/*Betty Lopez

Mission Manor

K. Dina Garcia/Irene Espinoza
1. Angelica Gerardo/Maria Black
2. Mary Armijo/Lina Armijo
3. Dolores Lopez
4. Norma Ramirez
5. Lupita Espinoza
6. Marion Gin
*Dolores Bell

BILINGUAL PROGRAM TEACHERS, AIDES, AND TESTING PERSONNEL AS DESIGNATED BY SECONDARY PRINCIPALS (1982-83)

Gisela Slezak - Resource Teacher

Apollo

7/8 - Nancy Wilcox
7/8 - Carmen de Haley
*Celia Lopez

Chaparral

7/8 - Liz Kelley
7/8 - Randy Palacios
7/8 - Ricardo Montenegro
*Pat Bracamonte

Freshman Campus

*Raul Hogers

Sunnyside High School

*Mary Jo Bart
Charlie Cook
Gene Ransier
Rosie Garcia
Ana Danehy
John Gonzales
Humberto Federico

CLASSROOM MANAGEMENT GUIDE

Start of school year:

☐ Received Bilingual Program Guide and will keep available in classroom.

2) Make sure all NEW students to your classroom have been assessed with the following; Shutts Primary Language Inventory Test (SPLIT), Language Assessment Battery (LAB), and Peabody Picture Vocabulary Test (PPVT) for Kindergarten only.

3) Keep a current list of all students in class with results of language dominance and proficiency. (new students entering 1980-81 school year need LAB)

4) All notices to parents from you must be in Spanish and English. Copies must be available in your files.

On Going:

1) Any incoming students to your class must be assessed with the following instruments; SHUTTS, LAB.

2) Add incoming students along with test results to class list.

3) Reading progress report to principal must indicate students reading in Spanish by name of book.

4) CUES for students reading in Spanish must be in the students CUM and a copy sent home.

5) ESL progress report (retrieval sheet) must be returned to Bilingual office on dates indicated; November 16_____, February 16_____, May 16 _____.

Special Cases:

1) Contact must be made with Bilingual department when a parent refused placement of child into bilingual program.

2) Referals for Adaptive Education testing of bilingual students must include LAB test done by Bilingual/LD assessment person.

3) Staffing for placement of student must include Bilingual Director.

4) After student has met the established district criteria for reading in Spanish and the ESL instruction, and reading in English is being considered, a staffing should be conducted which will include teacher, principal, director of Bilingual Education to insure continuity and follow-up. At this time, a "Reading Transfer Sheet" should be completed and placed in the students CUM.

End of Year:

☐ List of students reading in Spanish should be forwarded to next years teacher (by reading level)

☐ ESL individual profile card must be in CUM and a copy should be sent home.

☐ Achievement test scores for English and Spanish Reading should be in students Bilingual Program Card and CUM.

☐ Bilingual program guide returned to Bilingual office by May 30, 1981.

☐ All supplementary materials returned to the Intercultural Resource Center at Liberty no later than May 23, 1981.

☐ List of Santillana Reading materials and other supplementary Spanish materials: Bolar, A Cada Paso, etc., must be forwarded to Intercultural Resource Center at Liberty no later than May 23, 1981. (exact count and name of readers, workbooks and teacher guide).

☐ CUES for students reading in Spanish must be in the students CUM and a copy sent home.

☐ CUES for students receiving ESL Instruction must be in the students CUM and a copy sent home.

BEST COPY AVAILABLE

SUNNYSIDE UNIFIED DISTRICT NO. 12

Ms. Olivia R. Schaad
Sunnyside Unified District No. 12
2238 East Ginter Road
Tucson, AZ 85734

Sunnyside Unified School District implemented a Title VII Bilingual Education program in 1977 with a grant from the U.S. Department of Education. The funding for the bilingual program has now shifted to local and state sources. Currently, the bilingual program at Sunnyside has been expanded to ten elementary sites, two junior high schools and one senior high school; sixty-four teachers and 31 teacher aides provide instruction to approximately two thousand students. The current staff consists of a Director, three resource specialists, two secretaries and a community liaison. The major goal during the 1982-83 academic year will be to evaluate the current status of the program for a future direction in providing for the needs of limited English speakers from Spanish, Indo-Chinese, Native American and other home language backgrounds.

An ancillary goal will be to involve the school site administrators and staff in making decisions and participating in meeting the language needs of their particular student populations through curriculum, alternate student services, staff development, and evaluation. The bilingual education department will facilitate and lend expertise to efforts at each school site. Emphasis will be to develop native language proficiency in the language arts with concomitant development of second language learning through English as a Second Language (ESL) and Spanish as a Second Language (SSL) continuums. A transfer program will assess student's acquisition of skills in the native language (Spanish) and English language skills in order to formalize transition to English-only instruction. Content area instruction will be conducted in both languages to allow students the opportunity to ensure cognitive development as well as to ensure second language acquisition skills.

The parental involvement component will impact a needs assessment model for establishing curriculum purposes and evaluation. In addition, parents will participate in an ongoing training component at each school site to facilitate positive communication and information sharing about bilingual education districtwide.

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12
2238 East Ginter Road
Tucson, Arizona 85706

El Distrito Escolar Unificado de Sunnyside comenzó su programa de Educación Bilingüe Título VII, en 1977. Seis clases de Kinder a sexto año en Elvira, Drexel, Liberty y Mission Manor proporcionan instrucción bilingüe en español a ochocientos cincuentaiocho alumnos.

Una facultad que consta de dos especialistas de recursos, una secretaria y una enlace a la comunidad proporcionan apoyo a los maestros y a los asistentes de los maestros.

El objeto principal es proporcionar a los alumnos hispánicos en los años de Kinder a sexto, en cuatro escuelas designadas, con una oportunidad educacional equitativa que se dirija a las necesidades de los alumnos. Además, el desarrollo de habilidad en las destrezas básicas de escuchar, del habla, lectura y escritura en su lengua nativa y el traspaso de estas mismas destrezas a segunda lengua se emprende. Inicialmente, la concentración primaria es la lengua nativa. Subsiguiente, el desarrollo del concepto y las destrezas de la prontitud de lectura se aumentan en la lengua nativa. El vocabulario de la segunda lengua se introduce conjuntamente bajo el continuo de Inglés como Segunda Lengua. Mientras la adquisición de los alumnos de destrezas en español y el desarrollo de la lengua oral en inglés son fijadas, establecidas como el criterio, la preparación para la instrucción de lectura inglesa se formaliza. La instrucción de la área contenida se conduce en ambas lenguas para concederle a los alumnos la oportunidad de practicar ambas lenguas, también como asegurar la maestría de los conceptos presentados.

Se les introduce a los alumnos facetas de su propia cultura, también como las varias culturas del mundo a través de las áreas contenidas de estudios sociales, ciencia, arte y música.

Los padres participán en un entrenamiento educativo para desarrollar la abilidad de hacer contribuciones constructivos en el desarrollo de programas de estudios.

El entrenamiento educativo del maestro se ha designado para convocar las necesidades de los miembros de la facultad.

st/20/5.26

BEST COPY AVAILABLE

Language Assessment Results
(to be used as reporting form on a monthly basis)

School_____

The following student/s have been assessed for language proficiency;

NAME	Teacher & Grade	HOME LANGUAGE/S	SHUTTS	LAB

Sample

Coding on SHUTTS (definitions)

SD 1 = Spanish Dominant Level 1
SD 2 = Spanish Dominant Level 2
BS = Bilingual with Spanish strength
BE = Bilingual with English strength
ED 4 = Predominantly English
ED 5 = English Dominant

Coding on Language Assessment Battery

Spanish = Raw Score/Percentile Rank/Stanine

English = Raw Score/Percentile Rank/Stanine

c: Bilingual Education Director

BEST COPY AVAILABLE

Please report results of testing to principal and teacher.
(order this form from Bilingual Office ext. 350)

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

ADMINISTRATIVE OFFICES • 2238 EAST GINTER ROAD
P. O. BOX 11280 • TUCSON, ARIZONA 85734
TELEPHONE 602-294-1411

Estimados Padres:

Su niño/a, _____ ha tomado una serie de examenes escolares para determinar cual sería el mejor idioma para enseñarle a leer.

Después del repaso de los examenes, se ha determinado que _____ comenzará la lectura en español y a la vez le enseñaremos el ingles oralmente. Este método es el más efectivo para prevenir que _____ se confunda mientras comienza la lecturá y aprende el ingles.

El Programa Bilingüe le proporcionará a su niño/a la oportunidad de aprender a leer en el idioma que tiene más fuerte y a la vez se le dará la oportunidad de aprender el ingles sin tener que sacrificar el aprendizaje de los nuevos conceptos que se presentaran en la escuela.

Si usted tiene alguna pregunta o le gustaría recibir una explicación más detallada sobre el programa, por favor pongase en contacto conmigo al télefono 294-1411, ext., 308. Con mucho gusto estare a sus órdenes.

Sinceramente,

Olivia R. Schaad

Olivia R. Schaad, Directora
Educación Bilingüe

ORS/ep

SUNNYSIDE UNIFIED SCHOOL DISTRICT

LANGUAGE ARTS PROGRESS CHART

INSTRUCTIONS

Dates Due: This report is to be submitted to the Bilingual Office, Administration Building, on the following dates: September 1, October 31, January 31, and April 30th.

Reading and ESL Levels

Please indicate Spanish reading (Santillana) and ESL levels for SD1, SD2 and B3S students. Also indicate English reading levels (Houghton-Mifflin) and ESL levels for B3E, ED4 and ED5 students receiving ESL services in your classroom/resource room.

Use the following codes for reporting information on the progress chart:

SPANISH READING SERIES				ENGLISH READING:			ESL	
Santillana		Economy		Houghton-Mifflin			Continuum	
Libro	Unidades	Libro	Unidades	Level	Book	Units	Level	Lessons
LU	1-7	HO	1-7	A	GRTR	1	A	1-30
ES	1-7	CO	1-4	B	Rockets	1	B	1-30
CA	1-10	VA	1-4	C	Surprises	1	C	1-30
TR	1-10	YA	1-4	D	Footprints	1	D	1-30
UM	1-10	HA	1-6	E	Honeycomb	1-3	E	1-30
RA	1-5	MiM	1-9	F	Cloverleaf	1-3	F	1-30
AD	1-6	NuA	1-8	G	Sunburst	1-3	Transition	1-15
IM	1-5	MiR	1-9	H	Tapestry	1-3		
QU	1-8	MuS	1-9	I	Windchimes	1-3		
NHI	1-8			J	Passports	1-3		
NHII	1-8			K	Medley	1-4		
				L	Keystone	1-4		
				M	Impression	1-4		

E X A M P L E

(Language Arts Progress Chart)

Teacher T. H. Bell
School Obemla
Grade 3 Year 1982-83
(List by last name first)

	SHUTTS DOMINANCE	CURRICULUM AREAS	PLACEMENT Sept 1	1st-reporting period Oct 31	2ndreporting period Jan 31	3rd reporting period April30
1. Gonzales, Josue	SD1	RDG	I-1	I-3		
		ESL	C-14	C-20		
2. Sorriano, Jessie	ED4	RDG	F-1	F-3		
		ESL	B-20	B-30		

LANGUAGE ARTS PROGRESS CHART

TEACHER_____

SCHOOL_____

GRADE_____ YEAR_____

(list by last name first)	SHUTTS DOMINANCE	CURRICULUM AREAS	PLACEMENT (Sept. 1st)	(1st reporting period) OCTOBER 31,	(2nd reporting period) JANUARY 31,	(3rd reporting Period) APRIL 30,
1.		RDG				
		ESL				
2.		RDG				
		ESL				
3.		RDG				
		ESL				
4.		RDG				
		ESL				
5.		RDG				
		ESL				
6.		RDG				
		ESL				
7.		RDG				
		ESL				
8.		RDG				
		ESL				
9.		RDG				
		ESL				
10.		RDG				
		ESL				
11.		RDG				
		ESL				
12.		RDG				
		ESL				
13.		RDG				
		ESL				
14.		RDG				
		ESL				
15.		RDG				
		ESL				

Revised 6/82

SUNNYSIDE UNIFIED SCHOOL DISTRICT NO. 12

ADMINISTRATIVE OFFICES • 2238 EAST GINTER ROAD
P. O. BOX 11280 • TUCSON, ARIZONA 85734
TELEPHONE 602-294-1411

PARENTAL RELEASE FROM A PROGRAM OF INSTRUCTION IN THE NATIVE LANGUAGE
AUTORIZACION PATERNAL PARA RETIRAR LA MATRICULA DE UN PROGRAMA DE INSTRUCCION EN EL IDIOMA NATIVO

School year/Año Escolar_____

The evaluation of _____ has been reviewed and a description of the recommended program has been explained to me. I understand I have the right to withdraw my child from a program of instruction in the native language that would guarantee equal access to education.

Se ha examinado la evaluación de _____ y se me ha explicado la descripción del programa de estudios recomendado para mi niño(a). Comprendo que tengo el derecho de retirar a mi niño(a) del programa de instrucción en el idioma nativo que le garantiza acceso a igualdad en la educación.

Please check appropriate box and sign below where indicated.
Por favor de notar en lugar apropiado y firmar éste permiso donde indicado.

As a result of this consultation, and with full awareness of my parental rights, I DISAPPROVE placement of _____ in a program of instruction in the native language.

Como resultado de ésta consulta y en completo conocimiento de mis derechos paternals, DESAPRUEBO la matricula de _____ en un programa de educación en el idioma nativo.

The preceding has been explainded to me in my primary language.
Lo antes mencionado se me ha explicado en mi idioma principal.

Date/Fecha_____

Director of Bilingual Education _____
Director de Educación Bilingüe

Teacher _____
Maestro(a)

Principal_____
Director

Parent/Padres_____

SUNNYSIDE UNIFIED DISTRICT NO. 12
Instructional Services

BILINGUAL
INDIVIDUAL LEARNING PROGRAM

1. What is an ILP?

   An ILP, in short, is a good lesson plan for a student who is LES/NES.

2. Why must we have an ILP?

   E.C. Section 3767.2 (F) states that a classroom which does not provide a bilingual program for limited or non English speaking children must provide such children with an ILP. Also this provision is consistent with the U.S. Supreme Court decision in Lau VS. Nichols (414 V.S. 563), The Equal Education Opportunities Act of 1974 (20 V.S.C. Sec. 1701 et seq.), and federal regulations promulgated persuant to such court decision and federal status.

3. What children are to have an ILP?

   All children who are LES/NES k-6. (Secondary is to have ESL.)

4. How are these children identified?

   A. Home Language Survey. If a parent indicates in the home language survey that: 1) The child learned another language when he/she first began to talk, 2) The child speaks another language other than English at home, 3) The parents use another language (other than English) when they speak to their child, or 4) The parents speak another language at home, then the child is given a proficiency test.

   B. Proficiency Test.

5. Must every LES/NES child have an ILP?

   Yes, unless the child is in a bilingual or the parents sign a waiver indicating that they do not want their child in the program.

6. Must the school have permission to assign a child to an ILP?

   No, the school most assign the child to the program and then notify the parents.

7. How do we know what children are LES/NES?

   The principal receives a list from Research and Evaluation.

8. Who is responsible for the ILP?

   The teacher is responsible. The teacher diagnosis and prescribes.

9. What if the teacher is not bilingual?

The district provides instructional aides or tutors who are bilingual to assist the teacher to carry out the ILP.

10. Are aides and tutors trained to perform such services?

All aides have received training. All itinerant aides have had some training. Teacher adies will receive inservice in the following areas:

A. Philosophy
B, Material Selections
C. Proper pupil assessment
D. What type of instruction LES/NES pupils are to get under the ILP.

We have covered very little in methodology. This is an area in which we are very weak. It will receive considerable attention in the next two inservices.

11. What about materials? Who selects them and who is to pay for them?

Materials for the program are to be selected by the office of the Director of LAU/Bilingual Education. The Title VII department could also provide you with information regarding available materials. District funds may be used, when appropriate, to supplement the district's program.

12. What is the instructional goal of an ILP?

To teach the child English utilizing ESL techniques and instruct the child in basic skills using his primary language (NES).

13. Can the ILP be taught to small groups?

Yes, in fact, it is recommended.

14. Can the ILP be taught in the classroom where other children are involved in other learning activities?

Yes, you can group the LES/NES children as you would group the others.

15. Can the ILP be done on a "pull out" basis?

Yes, providing that the children not be out of the classroom more than 25% of the school day.

16. Can all children who speak different languages and who are LES/NES be taught ESL together?

Yes, there are appropriate materials to accomplish such task.

17. How often must we man ILP's for each student?

It is recommended that we do this every two weeks. ILP's should be placed in student's file.

18. Must parents sign all of the ILP's?

No, only the first one. The first ILP should be general to cover activities throughout the year.

19. How may copies of the ILP should be made?

Of the one to be signed by parents, it is suggested that two copies be made, one is to be given to the parent and one to be on file.